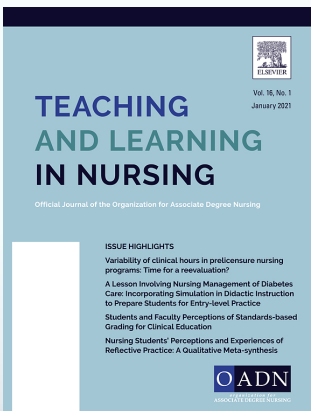


# Publishing 101

Dr. Anna Valdez, Editor in Chief

Dr. David Woodruff, Associate Editor



# Why publish in a journal?

- Disseminate research and project findings
  - Minimizes duplication of efforts and guides other nurse educators
- Honor participants in studies and QI projects
- Share experiences and knowledge
- Increase visibility of your work
- Career advancement and recognition
- Benefits of peer review

# Types of publications

- Research and QI
- All forms of studies
  - Normally not more than 15 pages
- Require adherence to reporting guidelines
- Full and short length articles
- Educate, Excite, Engage
- Leadership Foundations
  - Longer (6-12 pages)
- Education Innovations
  - Usually short papers (5-7 pages)
- Literature reviews
  - Up to 15 pages

# Letters to the Editor/Editorial

- Rarely accept unsolicited editorials (Guest editorials)
  - Try OpEds or blogs instead)
  - <https://www.theopedproject.org/oped-basics>
- No abstract required
- Usually pertain to articles in the journal
- Should be timely
- Can include references
- Authors may respond

# Writing for Publication

Determine the best journal for your paper

- What type of manuscript are you writing?
- What is the topic of your paper?
- What is your aim in publishing
- What is your experience with writing for publication?
- Are there fees for publishing or open access?





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# TEACHING AND LEARNING IN NURSING

Official Journal of the Organization for Associate Degree Nursing

## ISSUE HIGHLIGHTS

Variability of clinical hours in prelicensure nursing programs: Time for a reevaluation?

A Lesson Involving Nursing Management of Diabetes Care: Incorporating Simulation in Didactic Instruction to Prepare Students for Entry-level Practice

Students and Faculty Perceptions of Standards-based Grading for Clinical Education

Nursing Students' Perceptions and Experiences of Reflective Practice: A Qualitative Meta-synthesis



# Writing for Publication

## Select

Select your journal

- Submit to only one
- Be careful about copyright

## Review

Carefully review author guidelines

# Author Guidelines

- Available online on webpage and by pdf
  - <https://www.elsevier.com/journals/teaching-and-learning-in-nursing/1557-3087/guide-for-authors>



# Before you begin

- Read author guidelines carefully
- Review similar articles as exemplars
- Ethics
- Copyright
- Author rights
- Teaching and Learning in Nursing author guidelines
  - <https://www.elsevier.com/journals/teaching-and-learning-in-nursing/1557-3087/guide-for-authors>



# Use inclusive language

- Avoid biased or harmful language/messages
  - Research to be sure language about racial and ethnic identity, gender, sexual orientation, intersectionality, age, ability, and socioeconomic status
  - Use they/their rather than his/her when possible
  - Teaching and Learning in Nursing includes pronouns for authors
- Download and use the APA Style Guide for Bias-Free Language  
<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

# More on inclusion and bias

- Words matter
- Common wording that I will likely ask you to correct
  - Minority - people who have historically been minoritized
  - At risk - stigmatizing and biased; explain the specific student issue
  - Homeless, disabled, race only - use person first language
  - Addict, drug abuse, substance abuser - use diagnostic name (SUD, OUD, AUD) or people who use drugs/alcohol

*This is not a comprehensive list.*

# Preparation

- Cover letter (tell me if this has been published or presented)
- Title page
- Abstract (up to 250 words)
- Keywords (3-5)
- Highlights
  - This should be three bullet points of one sentence each. The highlights should include:
    - What is currently known about this topic.
    - What your paper adds to the existing knowledge.
    - How the information in your manuscript can be applied to practice.

# Preparation

- Research and QI papers
- IMRaD format (abstract and paper)
- IRB approval or exemption
- Follow the appropriate EQUATOR Network reporting guidelines
  - <https://www.equator-network.org/reporting-guidelines/>
  - Can include checklist
  - All elements may not be required

# Reporting guidelines

Common Design	Example Guideline/Checklist
Randomized Trials	CONSORT
Quality Improvement	SQUIRE
Case Review (Case Review Section only)	CARE
Observational	STROBE
Systematic Review	PRISMA
Qualitative	COREQ
Diagnostic/Prognostic Evaluation	STARD
Clinical Practice Guideline	AGREE

# Full or short length articles

- Generally, 5-12 pages
- Concise review of the literature
  - What is known?
  - What is not known?
  - Why does this paper matter?
- Include current references
  - Less than 5 years unless seminal or no current publications
- References in APA format
  - Include a doi for all journal articles

# Preparation

- Use checklist to verify completion
- Have someone read for clarity, grammar, and spelling
- Make sure you have used quotes for published language, even if you were the author
- Add line numbers and include page numbers

# Academic vs. Journal Papers

## Academic

- School formats
- Intended to demonstrate mastery of information being learned
- Redundancy in writing

## Journal

- Author guidelines
- Presents new information or builds on existing knowledge
- Often more concise



# Dissertations and DNP Projects

- Either a study or project - these are not interchangeable
- Do not just copy and paste
- Must be clear and concise
- Avoid redundancy (like repeating the research or practice question)

# Submission

- Use link on Teaching and Learning in Nursing website
- Register now
- Make sure you are submitting the correct version

# Submitted- now what?

- Manuscript is assembled and sent to me
- Editor review
  - Desk reject
  - Send for review
- Review process
  - Minimum of two peer reviews
  - Double blind reviews
  - Can take several weeks



# Peer review

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- Ensure accuracy of content
- Provide constructive feedback to strengthen manuscript
- Evaluate suitability for publication
  - Research rigor and writing quality
  - Does this paper add new information?
  - Is it applicable to journal readers?
  - Can information be applied to practice?

# After the review

- Editor decision
  - Accept (very rare on first submission)
  - Revise
  - Reject (may invite resubmission)
  - Transfer
- Reviewer feedback

# Revise - Now what?

- Carefully consider feedback
- Summarize responses to reviewers
- Consider using Grammarly for grammar issues
- Consider having someone assist you if needed



# NEVER GIVE UP

"Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

- Michael Jordan

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## Reject - Now what?

- Don't take it personally
- Don't give up
- Consider the feedback
- Keep writing

# Common reasons for rejection

- Plagiarism
- Poorly written
- Author guidelines not followed
- Not suitable for readers
- Adds nothing new
- Research flaws
- Submission of academic papers without revision



# Accepted - now what?

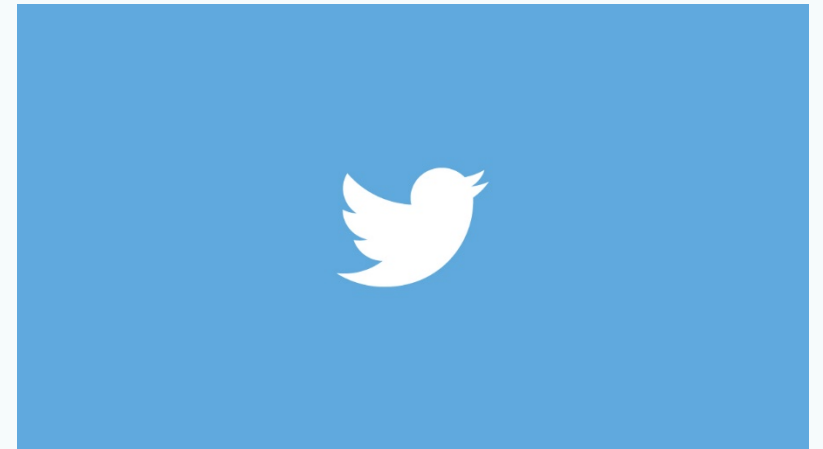
- Celebrate!
- Copyright transfer
- Questions about prints/open access
- Uncorrected proof
- Submit corrections



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# Accepted - now what?

- Article based publishing
- Corrected proof posted online (in press)
- Author link
  - Share while open access (50 days)
  - Post on social media
  - Twitter handle - @teln\_journal
- Article in print



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# Call for Reviewers

- Interested in doing peer review?
- Qualifications
  - Prior publications as an author
  - Experience in nursing education
  - Research experience is ideal
  - Complete Elsevier peer reviewer certification
- Send resume to [anna.valdez@oadn.org](mailto:anna.valdez@oadn.org)

# Resources for authors

- Elsevier Tools and Resources Page
  - Researching
  - Writing
  - Publication
  - Promotion
  - Tracking
- Available at <https://www.elsevier.com/authors/tools-and-resources>

# Researcher Academy

- Free online modules
  - Research preparation
  - Writing for research
  - Publication process
  - Navigating peer review
  - Communicating your research
- Available at <https://researcheracademy.elsevier.com/>

# Questions?